MARYVILLE COLLEGE Bulletin

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Dr. Lloyd To Be Speaker for MC Graduation

President Emeritus Dr. Ralph W. Lloyd, a graduate of the Fifty-Year Class, will make the Commencement address this year in ceremonies June 9 for the graduating class of 138 seniors.

Plans are already well along for the 146th Maryville College Commencement and Alumni Day, with reunions for the Classes of 1915, 1920, 1925, 1930, 1935, 1940, 1945, 1950, 1955, and 1960, plus the annual meeting and dinner of the Alumni Association. The Alumni Day reunions and dinner will be Saturday, June 5.

Plans for the reunions are proceeding on schedule, with all the classes involved working to set up luncheons in area restaurants. Several special activities this spring may be announced at a later date in a communication to all Alumni.

Important aspects of the Annual Meeting will be a report on the Development Fund Campaign, awarding of Alumni Citations, and presentation of Fifty-year Certificates to the Class of 1915.

Alumni in reunion classes should be in touch with their class president or the College's Alumni Office if they do not receive information about their class reunion by May 1.

Commencement Week starts with Alumni Day Saturday, followed by Baccalaureate Sunday with services in the Chapel at 10:30 a.m. President Joseph J. Copeland will preach the Baccalaureate sermon.

The President's Reception will be held from 3 to 5 p.m. at Morningside June 8, and the Commencement Play, "The Fantastiks," will be given at 8 p.m. June 8. Commencement is June 9, with ceremonies set in the Chapel at 10:30 a.m.

The graduating class of 138 this year is made up of 111 students who are expected to complete the requirements for a degree in June. In addition, 14 others completed the requirements last January and 13 more are expected to finish up at summer school. Eighty-three of the seniors are candidates for the Bachelor of Arts Degree, 25 for the Bachelor of Science Degree, and 31 for the Bachelor of Science in Education Degree.

DR. RALPH W. LLOYD
Commencement speaker

Dr. Lloyd needs no introduction to Maryville alumni. Retired and now living in Bradenton, Fla., Dr. Lloyd's service to the College spans 31 years from his appointment as President in 1930 to his retirement in 1961. He has maintained an active interest in the College and in the program of the United Presbyterian Church, and has been a visitor to the campus on several occasions since his retirement.

The Plight of the Humanities

As part of the Alumni Bulletin this month, we are bringing alumni a special series of articles on "The Plight of the Humanities." Timely and to the point, this special report is designed to familiarize alumni with the problems of the humanities in today's world.

Commencement Week
June 5-9

Saturday, June 5—Alumni Day
Luncheon reunions for Classes of 1915, 1920, 1925, 1930, 1935, 1940, 1945, 1950, 1955, and 1960.
Alumni Association annual meeting and dinner in Pearson's Hall.

Sunday, June 6—Baccalaureate Day
10:30 a.m., Baccalaureate service led by Dr. Joseph J. Copeland.
4 p.m., Music Hour.
7 p.m., Vespers.

Tuesday, June 8
3-5 p.m.—President's reception at Morningside.
8:30 p.m.—Commencement play, "The Fantastiks."

Wednesday, June 9—Commencement Day
10:30 a.m.—Graduation exercises.

David Evans, Senior, Killed in Wreck

Senior David Evans, whose brother, Paul, graduated in 1962, and sister Mrs. A. G. Hayes graduated in 1960, was killed in an automobile accident April 11 in Knoxville.

Mr. Evans, a psychology major, was a member of the Choir and had been active in the Playhouse program. He had just given his senior voice recital March 11, and held a major role in the senior play, a production of "The Fantastiks."

A memorial chapel service for the popular Maryville student was held April 14. Mr. Evans' home was in Stratford, Conn.

Theatre Added to Schedule for Summer

A series of summer presentations in the Theatre has been added to the expanding summer program for Maryville College, which now includes a six-weeks summer term plus a Fred Waring Choral Workshop. In addition, there will be the usual church and other meetings scheduled on the campus for many summers past.

The Playhouse Summer Theatre program, designed to attract area tourists and to provide an opportunity for community participation in the theatre program, will consist of four plays over a 10-week period. Rehearsals start June 10.

Credit will be offered in advanced courses in speech-theatre for students who register for the full summer program, which will be under the direction of Thomas E. Jones, Director of the Maryville College Playhouse. The plays to be presented are "A Thousand Clowns" by Herb Gardner, "Dark of the Moon" by Howard Richardson and William Burney, "Visit to a Small Planet" by Gore Vidal, and "The Devil's Disciple" by George Bernard Shaw.

The application deadline is May 1. The cost will be $135 for six or seven credit hours, and $30 per hour for less than six hours. Room rent for the period will be $35 and meals $75, although room and meals charges will apply only to those who live on the campus.

Choral Workshop

The Fred Waring Choral Workshop, set June 13-18, will bring the famous master of the Royal Pennsylvanians to the campus for an intensive period of instruction in choral techniques. College credit of two semester hours will also be offered in this program which may be applied towards teacher certification.

Cost of the Waring Choral Workshop will be $95 for tuition, room, and meals, or tuition alone for those who do not live on the campus will be $65. Dr. Harry H. Harter, Director of the Maryville College Choir and head of the Department of Fine Arts, is in charge of the Workshop.

Summer School

Summer school will be held June 14 to July 24, and again this year special pre-college courses which do not provide college credit will be offered in English and mathematics.

Also part of the summer term will be freshman-level courses, including basic courses in biology, English, and history. Advanced courses will be offered in Bible, biology, economics, education, philosophy, political science, psychology, and sociology. A course in nature study taught by an experienced naturalist will include trips to the Great Smoky Mountains.

Summer school expenses are $135 for six or seven hours, $30 per semester hour for less than six hours, and $35 for room and $75 for meals, with room and meals charges applying only to those who live on the campus.

Summer Meetings

The summer schedule also includes:

June 13—Synod Summer School.
June 21-24—Synod of Mid-South and Synodical.
June 28-July 3—Westminster Fellowship.
July 4-July 7—Ashram.
July 19-24—National Association of Teachers of Singing Workshop.
July 28-30—DeMolay.

New Scholarship Honors Dr. Lea Callaway

A new Maryville College scholarship for students who intend to become medical doctors and who are active in the athletic program of the college has been provided by the Blount County Tuberculosis Association in honor of the late Dr. Lea Callaway, Maryville physician and an alumnus of the college.

The scholarship will amount to $100 a year, to be provided from the interest of a permanent fund of $2,500 to be deposited with Maryville College. The scholarship was arranged through Ken D. Kribbs, President of the local Tuberculosis Association and an alumnus.

AWARD WINNER — Miss Carolyn Huff of Maryville has won a Woodrow Wilson Fellowship which she will use to continue her study of history. President Joseph J. Copeland presented the award at a brief chapel ceremony.

MC Student Wins Wilson Fellowship

For the eighth year in a row a Maryville College student has won one of the coveted Woodrow Wilson Fellowship awards, made annually by the Woodrow Wilson National Fellowship Foundation. This year's winner, a resident of Maryville, is Miss Carolyn Huff, who is majoring in history.

She will receive tuition and fixed fees at the graduate school of her choice, plus $1,800 for living expenses.

Miss Huff plans to continue the study of history in graduate school. At Maryville, she is a member of Alpha Gamma Sigma, the college honor society, and has held the Alpha Gamma Sigma Scholarship. She has also won the Queener History Award, and has been active in Pi Gamma and on the staff of **The Highland Echo.**

Woodrow Wilson Fellowship winners are nominated by the faculty, and the fellowships are financed by two Ford Foundation grants. This year, 361 colleges and universities were represented by 1,395 student winners.

Bulletin of MARYVILLE COLLEGE

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Duncan C. Bennett, Editor

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THE PLIGHT *of the* HUMANITIES

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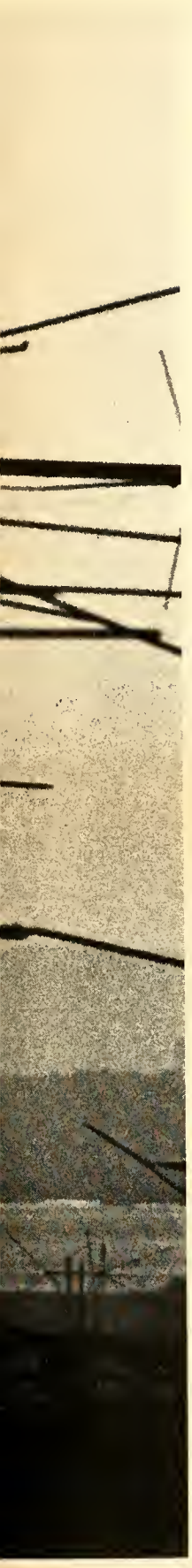


BRUCE DAVIDSON, MAGNUM

A SPECIAL REPORT

Amidst great material well-being, our culture stands in danger of losing its very soul.

WITH the greatest economic prosperity ever known by Man;

With scientific accomplishments unparalleled in human history;

With a technology whose machines and methods continually revolutionize our way of life:

We are neglecting, and stand in serious danger of losing, our culture's very soul.

This is the considered judgment of men and women at colleges and universities throughout the United States—men and women whose life's work it is to study our culture and its "soul." They are scholars and teachers of the humanities: history, languages, literature, the arts, philosophy, the history and comparison of law and religion. Their concern is Man and men—today, tomorrow, throughout history. Their scholarship and wisdom are devoted to assessing where we humans are, in relation to where we have come from—and where we may be going, in light of where we are and have been.

Today, examining Western Man and men, many of them are profoundly troubled by what they see: an evident disregard, or at best a deep devaluation, of the things that refine and dignify and give meaning and heart to our humanity.

"HOW IS IT NOW with us?" asks a group of distinguished historians. Their answer: "Without really intending it, we are on our way to becoming a dehumanized society."

A group of specialists in Asian studies, reaching essentially the same conclusion, offers an explanation:

"It is a truism that we are a nation of activists, problem-solvers, inventors, would-be makers of better mousetraps. . . . The humanities in the age of super-science and super-technology have an increasingly difficult struggle for existence."

"Soberly," reports a committee of the American Historical Association, "we must say that in American society, for many generations past, the prevailing concern has been for the conquest of nature, the production of material goods, and the development of a viable system of democratic government. Hence we have stressed the sciences, the application of science through engineering, and the application of engineering or quantitative methods to the economic and political problems of a prospering republic."

The stress, the historians note, has become even more intense in recent years. Nuclear fission, the Communist threat, the upheavals in Africa and Asia, and the invasion of space have caused our concern with "practical" things to be "enormously reinforced."

Says a blue-ribbon "Commission on the Humanities," established as a result of the growing sense of unease about the non-scientific aspects of human life:

"The result has often been that our social, moral, and aesthetic development lagged behind our material advance. . . .

"The state of the humanities today creates a crisis for national leadership."

THE CRISIS, which extends into every home, into every life, into every section of our society, is best observed in our colleges and universities. As both mirrors and creators of our civilization's attitudes, the colleges and universities not only reflect what is happening throughout society, but often indicate what is likely to come.

Today, on many campuses, science and engineering are in the ascendancy. As if in consequence, important parts of the humanities appear to be on the wane.

Scientists and engineers are likely to command the best job offers, the best salaries. Scholars in the humanities are likely to receive lesser rewards.

Scientists and engineers are likely to be given financial grants and contracts for their research—by government agencies, by foundations, by industry. Scholars in the humanities are likely to look in vain for such support.

Scientists and engineers are likely to find many of the best-qualified students clamoring to join their ranks. Those in the humanities, more often than not, must watch helplessly as the talent goes next door.

Scientists and engineers are likely to get new buildings, expensive equipment, well-stocked and up-to-the-minute libraries. Scholars in the humanities, even allowing for their more modest requirements of physical facilities, often wind up with second-best.

Quite naturally, such conspicuous contrasts have created jealousies. And they have driven some persons in the humanities (and some in the sciences, as well) to these conclusions:

1) The sciences and the humanities are in mortal competition. As science thrives, the humanities must languish—and vice versa.

2) There are only so many physical facilities, so much money, and so much research and teaching equipment to go around. Science gets its at the expense of the humanities. The humanities' lot will be improved only if the sciences' lot is cut back.

To others, both in science and in the humanities, such assertions sound like nonsense. Our society, they say, can well afford to give generous support to *both* science and the humanities. (Whether or not it will, they admit, is another question.)

A committee advising the President of the United States on the needs of science said in 1960:

". . . We repudiate emphatically any notion that science research and scientific education are the only kinds of learning that matter to America. . . . Obviously a high civilization must not limit its efforts to science alone. Even in the interests of science itself, it is essential to give full value and support to the other great branches of Man's artistic, literary, and scholarly activity. The advancement of science must not be accomplished by the impoverishment of anything else. . . ."

The Commission on the Humanities has said:

"Science is far more than a tool for adding to our security and comfort. It embraces in its broadest sense all efforts to achieve valid and coherent views of reality; as such, it extends the boundaries of experience and adds new dimensions to human character. If the interdependence of science and the humanities were more generally understood, men would be more likely to become masters of their technology and not its unthinking servants."

None of which is to deny the existence of differences between science and the humanities, some of which are due to a lack of communication but others of which come from deep-seated misgivings that the scholars in one vineyard may have about the work and philosophies of scholars in the other. Differences or no, however, there is little doubt that, if Americans should choose to give equal importance to both science and the humanities, there are enough material resources in the U.S. to endow both, amply.

THUS FAR, however, Americans have not so chosen. Our culture is the poorer for it.

ROBERT PHILLIPS

the humanities' view:

Mankind is nothing without individual men.

"Composite man, cross-section man, organization man, status-seeking man are not here. It is still one of the merits of the humanities that they see man with all his virtues and weaknesses, including his first, middle, and last names."

DON CAMERON ALLEN

WHY SHOULD an educated but practical American take the vitality of the humanities as his personal concern? What possible reason is there for the business or professional man, say, to trouble himself with the present predicament of such esoteric fields as philosophy, exotic literatures, history, and art?

In answer, some quote Hamlet:

What is a man
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.

Others, concerned with the effects of science and technology upon the race, may cite Lewis Mumford:

". . . It is now plain that only by restoring the human personality to the center of our scheme of thought can mechanization and automation be brought back into the services of life. Until this happens in education, there is not a single advance in science, from the release of nuclear energy to the isolation of DNA in genetic inheritance, that may not, because of our literally absent-minded automation in applying it, bring on disastrous consequences to the human race."

Says Adlai Stevenson:

"To survive this revolution [of science and technology], education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization."

THE COMMISSION on the Humanities cites five reasons, among others, why America's need of the humanities is great:

"1) All men require that a vision be held before them, an ideal toward which they may strive. Americans need such a vision today as never before in their history. It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth. Only thus do we join ourselves to the heritage of our nation and our human kind.

"2) Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions

and personal liberty are inevitably imperiled. To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's, best hope.

"3) . . . [Many men] find it hard to fathom the motives of a country which will spend billions on its outward defense and at the same time do little to maintain the creative and imaginative abilities of its own people. The arts have an unparalleled capability for crossing the national barriers imposed by language and contrasting customs. The recently increased American encouragement of the performing arts is to be welcomed, and will be welcomed everywhere as a sign that Americans accept their cultural responsibilities, especially if it serves to prompt a corresponding increase in support for the visual and the liberal arts. It is by way of the humanities that we best come to understand cultures other than our own, and they best to understand ours.

"4) World leadership of the kind which has come upon the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. These are things of the spirit. If we appear to discourage creativity, to demean the fanciful and the beautiful, to have no concern for man's ultimate destiny—if, in short, we ignore the humanities—then both our goals and our efforts to attain them will be measured with suspicion.

"5) A novel and serious challenge to Americans is posed by the remarkable increase in their leisure time. The forty-hour week and the likelihood of a shorter one, the greater life-expectancy and the earlier ages of retirement, have combined to make the blessing of leisure a source of personal and community concern. 'What shall I do with my spare time' all-too-quickly becomes the question 'Who am I? What shall I make of my life?' When men and women find nothing within themselves but emptiness they turn to trivial and narcotic amusements, and the society of which they are a part becomes socially delinquent and potentially unstable. The humanities are the immemorial answer to man's questioning and to his need for self-expression; they are uniquely equipped to fill the 'abyss of leisure.' "

The arguments are persuasive. But, aside from the scholars themselves (who are already convinced), is anybody listening? Is anybody stirred enough to do something about "saving" the humanities before it is too late?

"Assuming it considers the matter at all," says Dean George C. Branam, "the population as a whole sees [the death of the liberal arts tradition] only as the overdue departure of a pet dinosaur.

"It is not uncommon for educated men, after expressing their overwhelming belief in liberal education, to advocate sacrificing the meager portion found in most curricula to get in more subjects related to the technical job training which is now the principal goal. . . .

"The respect they profess, however honestly they proclaim it, is in the final analysis superficial and false: they must squeeze in one more math course for the engineer, one more course in comparative anatomy for the pre-medical student, one more accounting course for the business major. The business man does not have to know anything about a Beethoven symphony; the doctor doesn't have to comprehend a line of Shakespeare; the engineer will perform his job well enough without ever having heard of Machiavelli. The unspoken assumption is that the proper function of education is job training and that alone."

Job training, of course, is one thing the humanities rarely provide, except for the handful of students who will go on to become teachers of the humanities themselves. Rather, as a committee of schoolmen has put it, "they are fields of study which hold values for all human beings regardless of their abilities, interests, or means of livelihood. These studies hold such values for all men precisely because they are focused upon universal qualities rather than upon specific and measurable ends. . . . [They] help man to find a purpose, endow him with the ability to criticize intelligently and therefore to improve his own society, and establish for the individual his sense of identity with other men both in his own country and in the world at large."

Is THIS reason enough for educated Americans to give the humanities their urgently needed support?

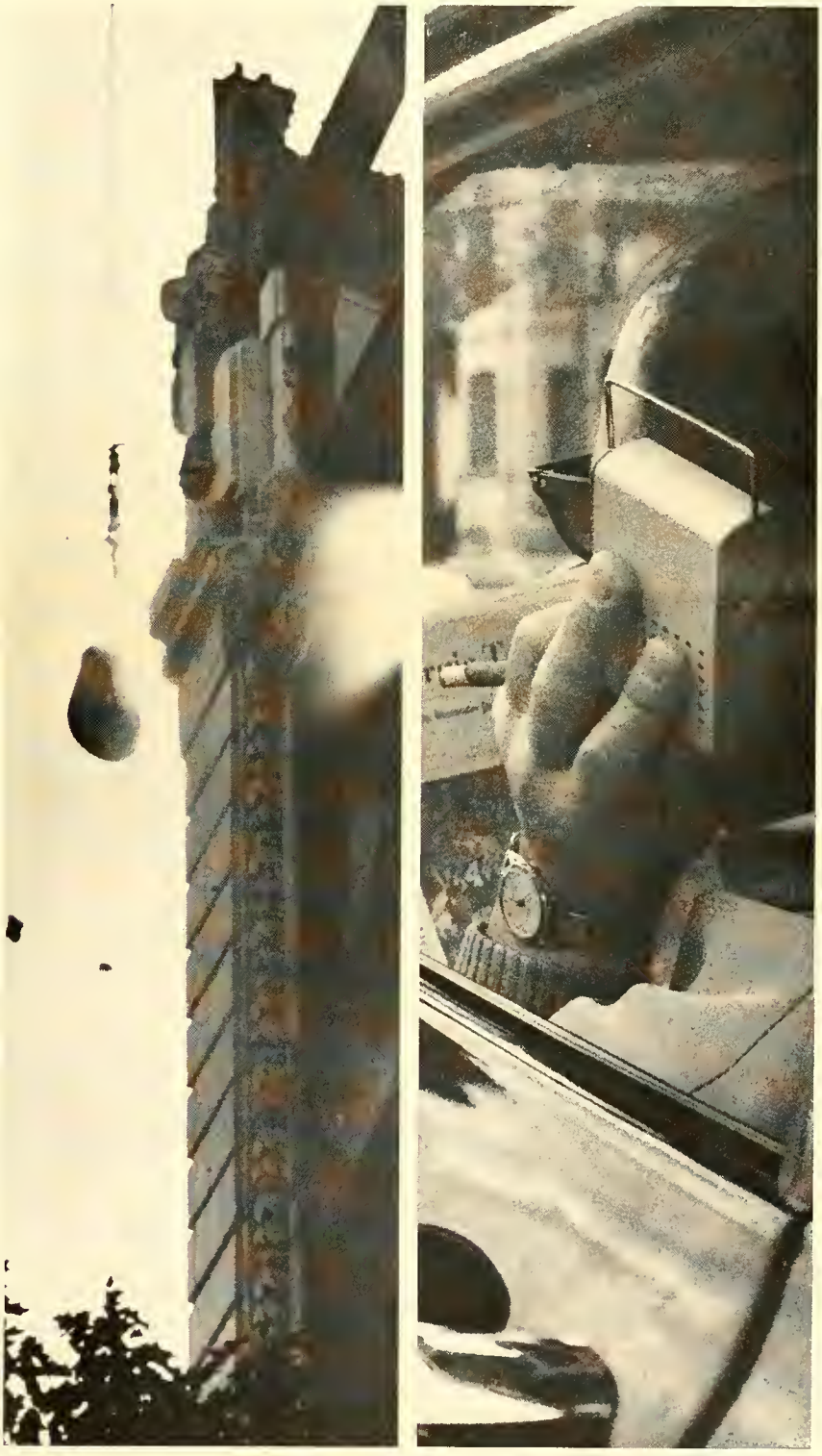
✸ The humanities: "Our lives are

"Upon the humanities depend the national ethic and morality. . .

the substance they are made of."

. . . the national aesthetic and beauty or lack of it . . .

. . . the national use of our environment and our material accomplishments."



ROBERT PHILLIPS

"A million-dollar project without a million dollars"

THE CRISIS in the humanities involves people, facilities, and money. The greatest of these, many believe, is money. With more funds, the other parts of the humanities' problem would not be impossible to solve. Without more, they may well be.

More money would help attract more bright students into the humanities. Today the lack of funds is turning many of today's most talented young people into more lucrative fields. "Students are no different from other people in that they can quickly observe where the money is available, and draw the logical conclusion as to which activities their society considers important," the Commission on the Humanities observes. A dean puts it bluntly: "The bright student, as well as a white rat, knows a reward when he sees one."

More money would strengthen college and university faculties. In many areas, more faculty members are needed urgently. The American Philosophical Association, for example, reports: ". . . Teaching demands will increase enormously in the years immediately to come. The result is: (1) the quality of humanistic teaching is now in serious danger of deteriorating; (2) qualified teachers are attracted to other endeavors; and (3) the progress of research and creative work within the humanistic disciplines falls far behind that of the sciences."

More money would permit the establishment of new scholarships, fellowships, and loans to students.

More money would stimulate travel and hence strengthen research. "Even those of us who have access to good libraries on our own campuses must travel far afield for many materials essential to scholarship," say members of the Modern Language Association.

More money would finance the publication of long-overdue collections of literary works. Collections of Whitman, Hawthorne, and Melville, for example, are "officially under way [but] face both scholarly and financial problems." The same is true of translations of foreign literature. Taking Russian authors as an example, the Modern Language Association notes: "The major novels and other works of Turgenev, Gogol, Dostoevsky, Tolstoy, and Chekhov are readily available, but many of the translations are inferior and most editions lack notes and adequate introduc-

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THUS PROFESSOR GAY WILSON ALLEN, one of the editors, describes the work on a complete edition of the writings of Walt Whitman. Because of a lack of sufficient funds, many important literary projects are stalled in the United States. One indication of the state of affairs: the works of only two American literary figures—Emily Dickinson and Sidney Lanier—are considered to have been collected in editions that need no major revisions.

tions. . . . There are more than half a dozen translations of *Crime and Punishment*. . . . but there is no English edition of Dostoevsky's critical articles, and none of his complete published letters. [Other] writers of outstanding importance. . . . have been treated only in a desultory fashion."

More money would enable historians to enter areas now covered only adequately. "Additional, more substantial, or more immediate help," historians say, is needed for studies of Asia, Russia, Central Europe, the Middle East, and North Africa; for work in intellectual history; for studying the history of our Western tradition "with its roots in ancient, classical, Christian, and medieval history"; and for "renewed emphasis on the history of Western Europe and America." "As modest in their talents as in their public position," a committee of the American Historical Association says, "our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing. Yet these are vices that stem from public indifference."

More money would enable some scholars, now engaged in "applied" research in order to get funds, to undertake "pure" research, where they might be far more valuable to themselves and to society. An example, from the field of linguistics: Money has been available in substantial quantities for research related to foreign-language teaching, to the development of language-translation machines, or to military communications. "The results are predictable," says a report of the Linguistics Society of America. "On the one hand, the linguist is tempted into subterfuge—dressing up a problem of basic research to make it look like applied research. Or, on the other hand, he is tempted into applied research for which he is not really ready, because the basic research which must lie behind it has not yet been done."

More money would greatly stimulate work in archaeology. "The lessons of Man's past are humbling ones," Professor William Foxwell Albright, one of the world's leading Biblical archaeologists, has said. "They are also useful ones. For if anything is clear, it is that we cannot dismiss any part of our human story as irrelevant to the future of mankind." But, reports the Archaeological Institute of America, "the knowledge of valuable ancient remains is often permanently lost to us for the lack of as little as $5,000."

MORE MONEY: that is the great need. But where will it come from?

Science and technology, in America, owe much of their present financial strength—and, hence, the means behind their spectacular accomplishments—to the Federal government. Since World War II, billions of dollars have flowed from Washington to the nation's laboratories, including those on many a college and university campus.

The humanities have received relatively few such dollars, most of them earmarked for foreign language projects and area studies. One Congressional report showed that virtually all Federal grants for academic facilities and equipment were spent for science; 87 percent of Federal funds for graduate fellowships went to science and engineering; by far the bulk of Federal support of faculty members (more than $60 million) went to science; and most of the Federal money for curriculum strengthening was spent on science. Of $1.126 billion in Federal funds for basic research in 1962, it was calculated that 66 percent went to the physical sciences, 29 percent to the life sciences, 3 percent to the psychological sciences, 2 percent to the social sciences, and 1 percent to "other" fields. (The figures total 101 percent because fractions are rounded out.)

The funds—particularly those for research—were appropriated on the basis of a clearcut *quid pro quo:* in return for its money, the government would get research results plainly contributing to the national welfare, particularly health and defense.

With a few exceptions, activities covered by the humanities have not been considered by Congress to contribute sufficiently to "the national welfare" to qualify for such Federal support.

IT IS on precisely this point—that the humanities are indeed essential to the national welfare—that persons and organizations active in the humanities are now basing a strong appeal for Federal support.

The appeal is centered in a report of the Commission on the Humanities, produced by a group of distinguished scholars and non-scholars under the chairmanship of Barnaby C. Keeney, the president of Brown University, and endorsed by organization after organization of humanities specialists.

"Traditionally our government has entered areas where there were overt difficulties or where an opportunity had opened for exceptional achievement," the report states. "The humanities fit both categories, for the potential achievements are enormous while the troubles stemming from inadequate support are comparably great. The problems are of nationwide scope and interest. Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or the lack of it, the national use of our environment and our material accomplishments. . . .

"The stakes are so high and the issues of such magnitude that the humanities must have substantial help both from the Federal government and from other sources."

The commission's recommendation: "the establishment of a National Humanities Foundation to parallel the National Science Foundation, which is so successfully carrying out the public responsibilities entrusted to it."

SUCH A PROPOSAL raises important questions for Congress and for all Americans.

Is Federal aid, for example, truly necessary? Cannot private sources, along with the states and municipalities which already support much of American higher education, carry the burden? The advocates of Federal support point, in reply, to the present state of the humanities. Apparently such sources of support, alone, have not been adequate.

Will Federal aid lead inevitably to Federal control? "There are those who think that the danger of

"Until they want to, it won't be done."

BARNABY C. KEENEY (opposite page), university president and scholar in the humanities, chairs the Commission on the Humanities, which has recommended the establishment of a Federally financed National Humanities Foundation. Will this lead to Federal interference? Says President Keeney: "When the people of the U.S. want to control teaching and scholarship in the humanities, they will do it regardless of whether there is Federal aid. Until they want to, it won't be done."

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Federal control is greater in the humanities and the arts than in the sciences, presumably because politics will bow to objective facts but not to values and taste," acknowledges Frederick Burkhardt, president of the American Council of Learned Societies, one of the sponsors of the Commission on the Humanities and an endorser of its recommendation. "The plain fact is that there is *always* a danger of external control or interference in education and research, on both the Federal and local levels, in both the public and private sectors. The establishment of institutions and procedures that reduce or eliminate such interference is one of the great achievements of the democratic system of government and way of life."

Say the committeemen of the American Historical Association: "A government which gives no support at all to humane values may be careless of its own destiny, but that government which gives too much support (and policy direction) may be more dangerous still. Inescapably, we must somehow increase the prestige of the humanities and the flow of funds. At the same time, however grave this need, we must safeguard the independence, the originality, and the freedom of expression of those individuals and those groups and those institutions which are concerned with liberal learning."

Fearing a serious erosion of such independence, some persons in higher education flatly oppose Federal support, and refuse it when it is offered.

Whether or not Washington does assume a role in financing the humanities, through a National Humanities Foundation or otherwise, this much is certain: the humanities, if they are to regain strength in this country, must have greater understanding, backing, and support. More funds from private sources are a necessity, even if (perhaps *especially* if) Federal money becomes available. A diversity of sources of funds can be the humanities' best insurance against control by any one.

Happily, the humanities are one sector of higher education in which private gifts—even modest gifts—can still achieve notable results. Few Americans are wealthy enough to endow a cyclotron, but there are many who could, if they would, endow a research fellowship or help build a library collection in the humanities.

IN BOTH public and private institutions, in both small colleges and large universities, the need is urgent. Beyond the campuses, it affects every phase of the national life.

This is the fateful question:

Do we Americans, amidst our material well-being, have the wisdom, the vision, and the determination to save our culture's very soul?

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.)
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The University of Pennsylvania
VERNE A. STADTMAN
The University of California
FREDERIC A. STOTT
Phillips Academy, Andover
FRANK J. TATE
The Ohio State University
CHARLES E. WIDMAYER
Dartmouth College
DOROTHY F. WILLIAMS
Simmons College
RONALD A. WOLK
The Johns Hopkins University
ELIZABETH BOND WOOD
Sweet Briar College
CHESLEY WORTHINGTON
Brown University

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CORBIN GWALTNEY
Executive Editor
JOHN A. CROWL
Associate Editor

Pollard To Be Speaker for Honors Group

Dr. William G. Pollard, Executive Director of the Oak Ridge Institute of Nuclear Studies and a priest in the Episcopal Church, will be the speaker this spring for the annual Alpha Gamma Sigma recognition ceremony on May 11.

Dr. Pollard, who came to the Oak Ridge post from a position as Professor of Physics at the University of Tennessee, holds the BA from the University of Tennessee and the PhD from Rice University. He has been awarded honorary degrees by the University of the South, Ripon, Kalamazoo, Hobart, Grinnell, the University of Chattanooga, Keuka, and Kenyon.

The physicist and Episcopal leader was a research scientist at Columbia University on the Manhattan Project which resulted in the development of nuclear energy during World War II.

He is a member of Phi Beta Kappa and a fellow of the American Physical Society and the American Association for the Advancement of Science. He is a member of and helped organize the American Nuclear Society.

Aside from his professional work, he is a trustee of the University of the South and has served on the faculty there in the Graduate School of Theology. He is also a trustee of St. Hilda's and St. Hugh's School in New York City. He is the co-author of The Hebrew Iliad, and the author of Chance and Providence and Physicist and Christian.

Ordained a deacon in the Episcopal Church in 1952 and a priest in 1954, Dr. Pollard is now Priest-in-Charge of St. Alban's Chapel in Clinton, Tenn., a parochial mission of St. Stephen's Church in Oak Ridge.

Tour Places Open

A few places are still open for those desiring to participate in the Maryville College tour of Scandinavia and England. The tour, from July 20 to Aug. 10, will include Copenhagen, Stockholm, Oslo, London, Scotland, and the Norwegian fjord country.

The price of $918 includes air fare to and from New York via KLM Royal Dutch Airlines, first class hotels, all breakfasts and dinners, some lunches, ground transportation, regular tips and taxes, baggage handling, and the services of a full-time courier and part-time special guides.

DR. WILLIAM G. POLLARD
Alpha Gamma Sigma Speaker

Hunter Recordings Are Now Available

Selections from Dr. Edwin R. Hunter's THIS MAN'S ART, read by the poet, are now available on a 12-inch LP record. Copies of the record may be ordered for $5 each, including postage and handling.

The record has "Three Sonnets for E.A.R." and "A Man from Stratford Entertains Ben Jonson" on one side. The other side has "The Ballard of Jessie and the Cow," "Variations on a Theme by Longfellow: The Village Blacksmith," a number of haikus, a Japanese poetry form, and the Christmas poems from 1953, 1960, 1962, and 1964.

The record is in an attractive jacket designed by William E. Swenson, head of the Art Department. A limited supply is available.

Alumni To Meet at General Assembly

A breakfast for Alumni and friends of Maryville College will be held Saturday, May 22, at 7:15 in the Embassy Room of the Deshler-Cole Hotel in Columbus, Ohio, in connection with the meeting there of the United Presbyterian General Assembly.

The price will be $1.75 per person. Sign-up posters will be available at the General Assembly meetings, and reservations should be made by late Thursday so adequate arrangements can be made. Reservations may also be made through the College Development Office.

President Joseph J. Copeland will represent the College at the breakfast, bringing a report on the recent Development Fund Campaign and other new College programs.

DEVELOPMENT PROGRAM — Director of Development Raymond I. Brahams, Jr., has his own do-it-yourself development program for the campus. He's not really digging a hole to bury the $1,035,000 from the recent successful campaign. A rose fancier, he recently planted a rose garden in a corner just outside Anderson Hall.

CHEMISTRY LEADERS — These are the charter members of the Maryville College Chapter of Student Affiliates of the American Chemical Society. A charter presentation and dinner were held recently in Maryville. Kneeling, left to right, are Philip Rittersbacher, Edward Smith, Reed Tarwater, and Theodore Putnam. Standing are John Riddle, Frank Eggers, Sandra Briggs, David Terrill, Katherine Yoder, John Chaki, Zeta Jones, Marvin Beard, Joanne Osborne, Christine Lim, Jolly Garland, and Karen Keen. Not pictured are John Mulholland and James MacDaid. Dr. William E. Bull, Chairman of the East Tennessee Section of the American Chemical Society, presented the charter. Reed Tarwater of Maryville is the first Chairman, Theodore Putnam is Chairman-elect, and Karen Keen is Secretary-Treasurer.

Composer Commissioned for Sesquicentennial

Richard Yardumian, well-known Philadelphia composer, has been commissioned by Maryville College to write an oratorio on Joseph which will be presented as part of the College sesquicentennial celebration marking the 150th year in 1969.

Yardumian, whose works have already been performed by the Maryville College Choir, will spend parts of each summer between now and 1969 as Composer in Residence at Maryville College. To aid in the project, the Beneficia Foundation of Bryn Athyn, Pa., has granted up to $10,000 towards the cost of preparing and performing the oratorio at Maryville.

Four of the composer's chorale harmonizations which will be included in the oratorio were sung this year by the Choir on its Midwest tour.

Prospects Are Bright for Spring Sports at MC

Spring sports prospects are bright for the Maryville College Scots, after a winning football season and an improvement this year in basketball. Practice fields have been busy as Coach Boydson Baird whipped the baseball team into shape, Howard Tomlinson worked with the track team, and Lauren Kardatzke got ready for the opening tennis match.

All the spring sports have rugged varsity schedules, and a lively season was in prospect after spring vacation.

Baseball

Prospects are fairly bright for the baseball season at Maryville this spring, according to Coach Boydson Baird. Nine lettermen are returning to the team, and there is a veteran for every position in the outfield.

"I think we're going to have a couple of good men on the mound from last year," Coach Baird said, "and I don't know what kind of talent there is among the freshmen."

Pitchers and catchers are already working out for the opening game of an 18-game season. The Scots open at home on March 25 with a game with the University of Tennessee.

1965 BASEBALL SCHEDULE

March 25 — Univ. of Tenn. ..... H
April 7 — Univ. of Tenn. ..... T
April 10 — LMU ..... T
April 15 — Mars Hill ..... H
April 16 — Albion ..... H
April 20 — Carson-Newman ..... H
April 23 — Milligan ..... T
April 24 — Mars Hill ..... T
April 26 — Emory and Henry ..... H
April 28 — Cumberland ..... T
April 30 — N. Georgia College ..... H
May 1 — Milligan ..... H
May 6 — Carson-Newman ..... T
May 8 — Emory and Henry ..... T
May 10 — LMU ..... H
May 12 — Bryan ..... T
May 15 — Cumberland ..... H
May 18 — Bryan ..... H

Track

The Maryville College track team under Coach Howard Tomlinson has the strongest crop of runners in many years. The leading competitor for the Scot tracksters is multi-talented Dave Alexander, counted on heavily in the 440, 220, and high jump and broad jump.

Others in the running and hurdle events are John Livingston, senior distance runner, and Terry Amon on both the low and high hurdles. Denny McGowan will compete in the high jump and pole vault, and junior letterman Greg Hallen is an excellent javelin thrower.

Sprinters include Jack Smoot, Mike Dalton, Jerry Bell, Dick Craig, and Bob Leach. Phil Jerome, Bill Evaul and Andy Ruhlin have shown promise in distance running.

1965 TRACK SCHEDULE

April 10 — Emory University ..... T
April 13 — Milligan ..... T
April 16 — Carson-Newman ..... T
April 21 — Carson-Newman ..... H
April 23-24 — Tennessee Intercollegiate Athletic Conference, Sewanee
April 27 — Cumberland ..... H
May 1 — Milligan ..... H
May 8 — Bryan ..... H

Tennis

The Maryville tennis team under Coach Lauren Kardatzke is faced with the problem of rebuilding with only three letterman back. However, the netmen have been working out in the gymns and on the courts as the weather warmed and will try to improve their 9-5 record from last season.

Heading the returnees is junior Lynn Howard, backed up by Richard Marshall and Bob Paul, team captain.

1965 TENNIS SCHEDULE

April 6 — Western Carolina ..... T
April 7 — Mars Hill ..... T
April 8 — Tennessee Wesleyan ..... T
April 9 — Carson-Newman ..... H
April 12 — Tennessee Wesleyan ..... H
April 15 — Mars Hill ..... H
April 16 — LMU ..... T
April 20 — Asheville Biltmore ..... T
April 22 — LMU ..... H
April 23 — Milligan ..... T
April 24 — Emory and Henry ..... T
April 26 — Asheville Biltmore ..... H
April 28-May 1 — Tennessee Intercollegiate Athletic Conference, Sewanee